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ABSTRACT

A project is described that focused on parents' becoming more skilled in helping the schools do a better job of teaching basic skills in K-12 and on the problems of discipline and drug abuse. As background information on Pike County, demographic data are provided, and the development of community education is overviewed. Development of the support base for the project is then considered. The needs assessment is discussed that established these needs: improvement of K-12 students' basic skills; improvement of K-12 discipline; improvement of human relation skills; and improvement of communication. Rationale and motivation for parental involvement in the schools are addressed. These steps in implementation in phase 1 that focused on parenting for elementary parents are covered: funding, staffing, securing support, parent recruitment, teacher training, and parent training. Following an overview of the years between phases 1 and 2, the plan of operation for phase 2 when the program was expanded to include parents of K-12 students is overviewed. The community resources that were used are listed; their benefit to the project is summarized. Project results, description of evaluation, and recommendations for phase 3 are also addressed. Appendixes include correspondence and parental involvement plan. (YLB)

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Community Education Proven Practices II

Parents as Partners in Education

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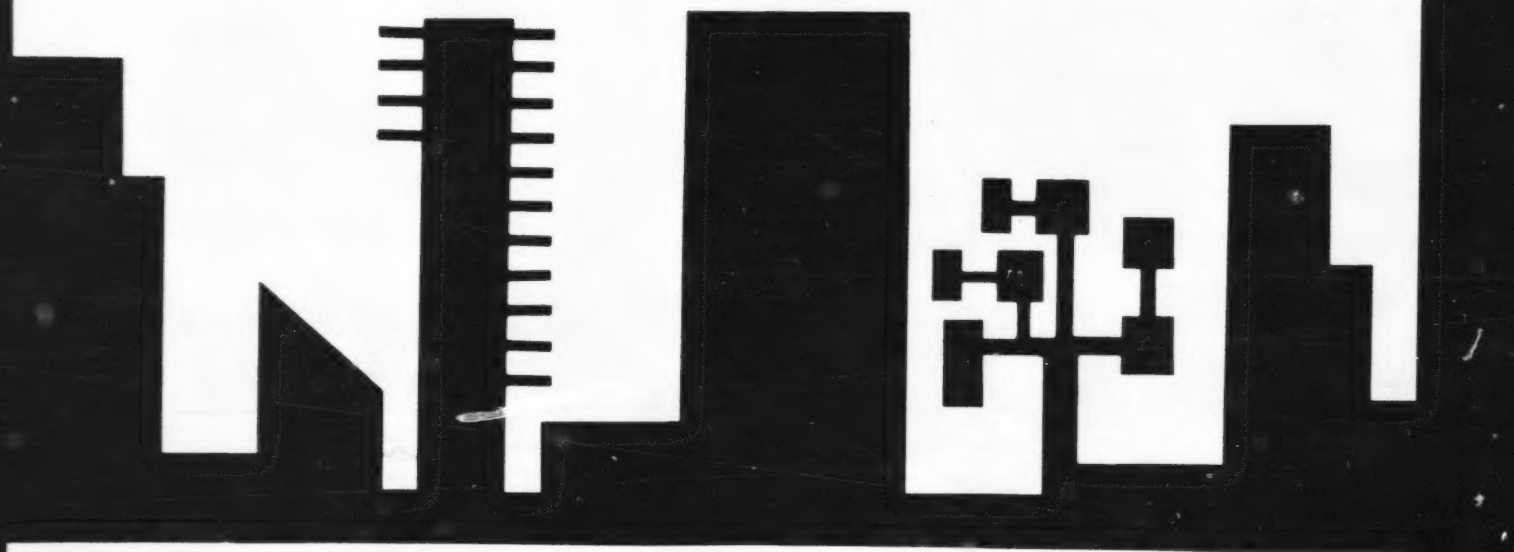

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LOCAL COMMUNITY EDUCATION PROJECTS

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COMMUNITY EDUCATION PROVEN PRACTICES II

Parents As Partners In Education

Developed pursuant to Grant No. 800 6699 by
Parents As Partners In Education

Sara Southerland Kelley
Project Director

Funded by the U. S. Department of Education under Title VIII, of the Elementary and Secondary Education Act of 1965, as amended, (P. L. 95-561), Community Schools and Comprehensive Community Education Act of 1978

U. S. Department of Education
Office of Vocational and Adult Education

September 1981

FOREWORD

The Community Schools and Comprehensive Community Education Act of 1978 provides grants to local educational agencies (LEA) for the purpose of furthering the concept of community education nationally. The intent of this legislation is carried out by awarding grants to outstanding projects with unique or innovative community education aspects. Our hope is that these effective practices and processes will be copied in communities wishing to start or strengthen a similar aspect.

During the last two years, a primary goal of the Community Education Program has been to make quality materials available to those individuals and organizations interested in developing community education. The Program has not only produced packages about community education, but through an intensive dissemination strategy, has informed the public about the products.

One important part of the Program's strategy has been to put the information gathered into the hands of those interested. The Program has identified and supported State department of education and local educational agency projects that propose to develop community education areas or practices that might be copied by other projects across the nation. The Community Education Program allocates many resources and personnel to assure the best results from the grantees. When strong projects emerge, we attempt to make as many people as possible aware of those exemplary programs. We feel that making these findings from outstanding programs available is as critical as the production of quality educational materials.

The Program staff believes this strategy will result in greater use of quality community education practices. This strategy will provide opportunities to test and fit innovative practices into a particular situation, and establish community education as a part of other on-going programs.

Previously, the Program assisted eleven projects to develop materials, create national awareness, and assist others to adapt and/or adopt. This year, 1980-81, twenty-five additional projects have been targeted to develop more materials.

In order to aid grantees to implement this mission of furthering community education, provisions were made for each grantee in 1980-81 to develop a publication. This series of publications is entitled Community Education--Proven Practices II. Each publication deals with a specific aspect of a community education program. The documentation provides, in detail, the community education process used to implement the subject area. These publications are designed to assist in the adaptation of the topic area by another community.

All local community education projects funded contain the required minimum elements as part of their community education program. In addition, all projects funded meet the criteria as published in the regulations governing the Community Schools and Comprehensive Community Education Act of 1978. Therefore, the topic area being documented by each project in the Proven Practices II is just one of the required community education aspects contained within the project. The subject of each publication has been identified as the unusual component of the total community education program.

Many of the publications in this series address traditional community education elements such as citizen participation and interagency cooperation and coordination. However, other publications address the total community education process and its use in providing needed community services which impact on many communities today.

These publications include such subjects as child abuse, programs for dropouts and use of excess school space. Each of them shows how the basic ideas of the community education process are used to positively affect these troubled areas.

An attempt has been made to make the series as easy to read as possible for those interested in copying the subject area in their own community. Each booklet describes the administrative design, and the community education process used to implement the topic area. Problems, defeats, and outcomes reached are addressed. Each one should be complete within itself.

A good understanding of the publication is recommended in order to duplicate the subject area. Should you have questions concerning the information presented, you should not hesitate to contact the project director for further information and clarification.

State departments of education are equipped to help anyone wishing to use the booklets of this series locally. Personnel at the Centers for Community Education are also available to provide help.

A list of booklets developed in the Community Education--Proven Practices II series starts on the following pages. The publications may be obtained by writing to the address shown below.

We are continuing to provide support to LEA grantees in the future for this type or similar activity. Therefore, we would appreciate your comments and suggestions regarding these publications. I hope that they are helpful to you in your efforts. I wish you the best of luck in your community education endeavors.

Ron Castaldi
Director
Community Education Program
U.S. Department of Education
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Washington, D.C. 20202

Community Education Proven Practices II

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LOCAL COMMUNITY EDUCATION PROJECTS

ADDRESSING THE NEEDS OF ADOLESCENTS - Ossining Union Free School District, Ossining, New York

ADMINISTRATIVE PROCESS FOR URBAN COMMUNITIES - Community School District #3, New York City Board of Education, New York, New York

ALTERNATIVES TO SUSPENSIONS, EXPULSIONS AND DROPOUTS - Brooks County Board of Education, Quitman, Georgia

A PROCESS FOR THE URBAN COMMUNITY - Community School District #4, New York City Board of Education, New York, New York

BUILDING COMMUNICATIONS NETWORKS - Community Relations, Salem Public Schools, Salem, Oregon

DEVELOPING A COLLABORATIVE NETWORK - Stamford Board of Education, Stamford, Connecticut

FOR PARENTS AND KIDS SAKE (PREVENTION OF CHILD ABUSE AND NEGLECT PROGRAM) - Poway Unified School District, Poway, California

FUNCTIONS OF A COUNTY-WIDE COUNCIL - Comal Independent School District, New Braunfels, Texas

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LOW INCOME CITIZEN INVOLVEMENT - Weld County School District, Ft. Lupton, Colorado

OLDER ADULTS IN THE SCHOOLS - Cajon Valley Union School District, El Cajon, California

PARENTS AS PARTNERS IN EDUCATION - Pike County Board of Education, Troy, Alabama

POOLING RESOURCES (AGENCIES WORKING TOGETHER) - Gloucester City Department of Community Education, Gloucester, Virginia

PROGRAMMATIC AND FISCAL IMPACT - Newton Community School, Newton Centre, Massachusetts

PROVING PARTNERSHIPS PAY (COST EFFECTIVENESS) - Gloucester City Department of Community Education, Gloucester, Virginia

PUBLIC AND PRIVATE SCHOOLS WORKING TOGETHER - Freeman Public School, Freeman, South Dakota

PUBLIC RELATIONS STRATEGIES FOR RURAL COMMUNITIES - Alamogordo Public School, Alamogordo, New Mexico

RURAL/HISPANIC COMMUNITY- Chama Valley Independent School #19, Tierra Amarilla, New Mexico

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STRUCTURE FOR COOPERATIVE EFFORTS - Richland County School District #2, Columbia, South Carolina

TEAM LEADERSHIP DEVELOPMENT - Tucson Unified School District #1, Tucson, Arizona

UNDERREPRESENTED GROUPS IN RURAL SETTING - Charles City County Public School System, Charles City, Virginia

USE OF EXCESS SCHOOL SPACE - Upper Arlington Board of Education, Upper Arlington, Ohio

INTRODUCTION

"One parent is worth a thousand teachers." This ancient Chinese proverb illustrates what many Pike County teachers have known for many years. "Parents as Partners" was based on the assumption that the environment of the home and community should be conducive to academic achievement in order for every child to succeed. Assuring that the school and the parents work as co-partners is what this project is all about.

This project focused on parents' becoming more skilled in helping the schools do a better job of teaching the basic skills in K-12. It also provided an avenue for attacking the problems of discipline and drug abuse. This project can be replicated in part or whole by other schools throughout the United States.

ACKNOWLEDGMENTS

A viable Community Education program cannot exist without the strong support of the Superintendent of Education and the Board of Education. Superintendents John R. Key and Don Walker of the Pike County School System and Board Members Ray Gibson, James Medley, Delatha Mobley, Bobby Outlaw, Knox Ryals, and Mary Alyce Sanders have provided the support needed. Other contributors to the program include:

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Mr. Bob Ritchey, Community Education Specialist, State Department of Education

Dr. Bob Walden, Director of Adult Education, State Department of Education

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Pike County Teachers

Each of these has contributed to the success of this project.

Sara Southerland Kelley
Project Director and
Author

PIKE COUNTY, TROY, ALABAMA

Superintendent of Education
John R. Key

"Parents as Partners"

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BACKGROUND DEMOGRAPHIC DATA

A PEEK AT PIKE COUNTY

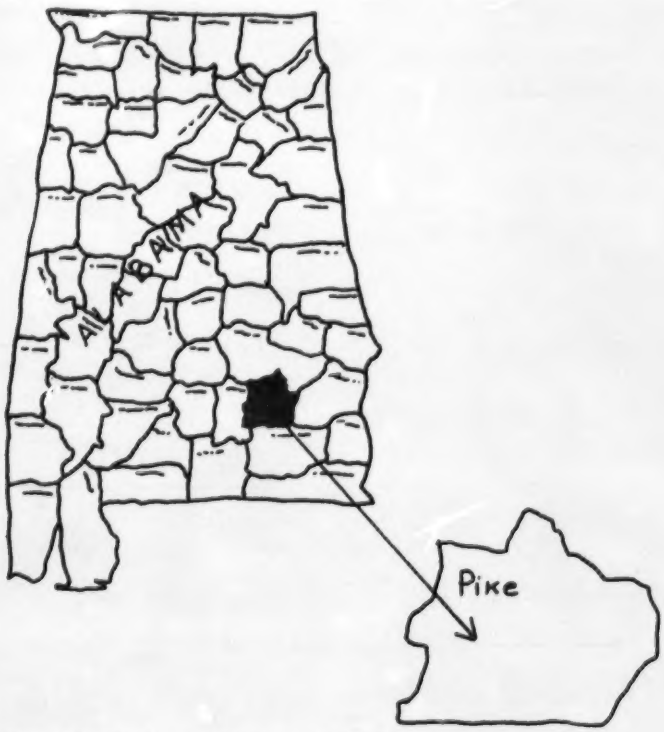
Pike County is located in southeast Alabama. The school district comprises approximately 673 square miles. Eight school campuses and three additional unused buildings are located throughout the County. Approximately 160 teachers are employed in the system. For several years, the school district has experienced a decline in student enrollment, as students transferred to private schools, to other public schools, or dropped out of school, representing a loss of more than 31 percent.

Forty-three percent of the school children ages 5-17 come from families who earn less than $5,000 per year. Approximately 75 percent of the population is connected with agriculture. Twenty-two percent of the parents are unskilled laborers, according to a Manpower Study conducted in July of 1975. Only 12 percent of the students go to college.

The population of Pike County is 28,185, of which 2,887 are Pike County public school students. The area is overwhelmingly rural with a heavy concentration of low-income, culturally disadvantaged families. Approximately 52 percent of the population is Black, 40 percent White, 7 percent Indian, and 1 percent Oriental, Vietnamese, etc. The county seat is Troy, with a population of 12,400, the only sizeable town. Other towns in the county are Brundidge, Goshen, and Banks.

Pike County is located in the poorest section of the state, with 16 percent of the people receiving welfare assistance. The only local support is ten-and-three-fourths-mill tax and 1-cent sales tax, comprising 7 to 9 percent of the school system's annual budget.

Troy State University, located in Troy, provides the largest payroll of any employer in the County. The University and the people of the area work closely together. The town depends on the college for advanced educational training, cultural activities, and general assistance and leadership in lifting the level of living for the overall population.



PIKE COUNTY, TROY, ALABAMA
2

DEVELOPMENT OF COMMUNITY EDUCATION

In the beginning the philosophy of Community Education could best be described as a "sleeping giant" in Pike County. A local school newspaper printed in 1949 relates instances of one school and the parents conducting activities that today would be referred to as "Community Education."

In 1975, the Superintendent of Education became vitally interested in the Community Education concept. A representative from the Community Education Section of the State Department of Education in Montgomery met with the Superintendent and the Board of Education and discussed the opportunities available for the County. The Board agreed that when a school becomes a center of service for the satisfaction of the learning wants and needs of the community, it has taken a giant step toward establishing effective communication between the school and the community and that through involvement in a variety of activities and services the community school strives to help individuals attain self-realization. These individuals then become aware of the reservoir of strength they have within themselves to solve their own problems and the problems of the communities in which they live. After several meetings throughout the County, the Board of Education adopted a proclamation that embraced the following concept of Community Education:

> Community Education is a process that emphasizes life-long learning for all people; stresses the maximum utilization of all resources, human, physical and financial; and requires the involvement of the members of the community. Community Education is often summarized as "people helping people."[1]

A plan was written and submitted for a Community Education program in Pike County. In 1976, the dormant idea became a definite movement. The "sleeping giant" was reawakened!

During the 1976-77 period the total school community became involved in the Community Education program and a dream was begun that would not die. In 1977-78, the County received a State grant and Phase I of the parenting program was begun. For twelve weeks during the year, thirty-five elementary teachers, grades K-6, returned to their classrooms in the evening to work with parents of their day-school students on techniques for assisting the parents in teaching the basic skills to their children at home.

The County did not receive funding for Community Education in 1978-79 and 1979-80, but other resources were utilized to continue the program as a result of strong community interest and dedicated leadership. Because of the expanded interest generated in the total school program by community involvement, in 1978 a 1-cent sales tax was passed to support the schools--the first time in

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[1]Rogan, Boyd, "The Scope of Community Education in Alabama," Birmingham Magazine, September 1978, p. 2.

the history of the County that such a tax was passed.

Through all the good years and the lean years, the community never lost sight of its interest in and support of Community Education.

DEVELOPMENT OF SUPPORT BASE

Superintendent and Board of Education

Support by the Board of Education was emphasized when they adopted the following resolution on January 16, 1976:

Resolution

WHEREAS, THE Pike County Board of Education embraces wholeheartedly the Community Education concept; and

WHEREAS, we endorse the development of plans under way to institute a Community Education program in our local school system:

WE HEREBY PLEDGE our wholehearted support to work to make all the Pike County Schools a network of Community Schools. Each school and community will become co-partners in this concept.

The Superintendent has submitted proposals for funding each year. Although the Board cannot completely finance the program due to the financial status of the school system, they have continued to be supportive; and their commitment to the Community Education concept is so strong that they have continued the program throughout the years. A newspaper reporter emphasized this fact by entitling an article on the program, "Community Education on a Shoe String in Pike County."

The Superintendent and the Board believe that Community Education is a continuous process that considers the well-being of parents in a school community by involving them in solving their own problems. Both the Superintendent and the Board have demonstrated their awareness that the

potential for greater community influence in areas such as school curriculum, discipline, and school finances makes the school a focal point for efforts to bring about changes in the community. They believe that utilizing a curriculum that evolves from community resources will help foster in students a sense of school pride and civic responsibility.

State Department of Education

A major contributing factor for the establishment and growth of Community Education in Pike County was the establishment of a Community Education Section in the State Department of Education in Montgomery. That office provided guidance, training for the local director and other staff, and assistance in organizing an advisory council. Workshops continue to be held periodically for updating training and for overall moral support. Exemplary and innovative programs are encouraged. The Section provided the impetus and encouragement for the County during the implementation of Phases I and II of the present parenting program and encouraged the writers to submit a federal proposal since local funds were not available.

The direct lines of communication between the State and local programs have strengthened and complemented both programs. The Department has led and pointed the way; and due to the training and dynamic leadership which the Department provided from the very beginning, the local

program has been able to remain stable and operative.

Regional Center for Community Education, The University of Alabama in Birmingham

Assistance and training have also been provided through the Mott Foundation at the Community Education Center at The University of Alabama in Birmingham. The Center has provided training for members of the staff and the Advisory Council. They have conducted local workshops throughout the area, and their director and assistant director have participated in local planning sessions. The suggestions and moral support from the Center have been especially beneficial.

Advisory Council

The Advisory Council was organized at the beginning of the program and has continued to function through Phase I and Phase II. The Council originated with fifteen persons. Its membership included the local P.T.A.'s, area businessmen, service agencies, professional people, and others representing each school community. The nucleus of the group has remained the same, with six additions through the five years.

The Advisory Council, parents, and administrators discussed the availability of resource people and agencies throughout the County for involvement in the Community Education program. The school building provided ample facilities for conducting activities. The only factors

missing were local coordination and money for salaries. A proposal was written outlining the basic plans, and the program was funded through the Community Schools Act in 1976.

Throughout Phase I and Phase II the Council was a vital part of the program. They provided invaluable assistance in motivating parents to become involved with their school. Some Advisory Council members spoke at their local P.T.A., church activities, clubs; visited in the homes: distributed brochures; and served refreshments following parenting sessions.

In Phase II a number of members serving on the Council volunteered to share their expertise by meeting with parents in future small follow-up cottage meetings. The University's dean of education, several University instructors, and others on the Council have assisted in these sessions.

Administrators

Throughout the five years, the system experienced eight changes in administrators. A new Superintendent was elected in 1979. Seven principalships changed, one due to death and others by transfer or promotion. The outgoing Superintendent was present at the inception of Community Education and during Phase I and was a staunch supporter. The present Superintendent also embraces the concept of Community Education and has worked closely

with the program. Through his leadership, Phase II was established; and his work with parents has contributed to the interest manifested by his principals.

In Phase I and II the principals participated in the planning, development, and promotion of the parenting sessions. Each school scheduled its own planning sessions with teachers and parents prior to the first "town hall" meeting at their school. (See Appendix 1)

The administrators have supported the voices of their teachers in agreeing, "We can't do it alone - We Need Our Parents!"

Parents

Parent involvement has increased dramatically in the Pike County School System in the last five years due to the inception of Community Education. The success of parent involvement can be attributed to the community schools who, with the support of the Superintendent, the Board, administrators, director, and the Advisory Council, got the community residents involved. Parenting sessions have involved parents in becoming co-partners in their schools, in looking at problems, and in working to provide the best education possible for all the children of Pike County.

Other Agencies

Agency support was available from the very beginning of the program. Cooperative agreements were made with

other agencies. The State Department of Education provided a written cooperative agreement with the State Cooperative Extension Service and the State Commission on Aging. The Pike County Inter-Agency Council met on a monthly basis; and through their leaderhip, many other agencies supported a joint cooperative effort. (See Community Resources, p. 25)

ASSESSMENT OF NEEDS

A variety of procedures were utilized to document the needs of the school and community, expanding the Community Education program to include a review of a comprehensive countywide Phi Delta Kappa needs assessment, current test data, use of survey instruments, records, community meetings, conferences and discussions, and test results. The data gathered as a result of these procedures were tabulated by the school system and presented for comment to principals and staff members, members of the Advisory Council, key members of the community, and the Parent-Teacher Association. The groups established the following priorities on the needs to be addressed by the project:

1. The improvement of K-12 students' basic skills.
2. The improvement of discipline, K-12.
3. The improvement of human relations skills with parents, teachers, and students.
4. The improvement of communication among parents, teachers, and students.

Phases I and II of the project provided opportunities for teachers and parents to work together as co-partners through Community Education to improve student mastery of the basic skills. The results of the California Achievement Tests and Alabama Basic Competency Tests administered to students in Grades 1-12 show that a large number of students scored below grade level on the tests. Fourth grade students scored four months below national norm. Seventh graders scored one year, two months below.

The results of the test scores emphasized the need to involve the parents in assisting the schools in meeting the needs of the students.

A needs assessment was conducted in Phase I. Checksheets to each parent were delivered through each school or by telephone or door-to-door survey.

After the surveys were tabulated, evaluated, and the results discussed, a committee was formed in each school. This committee included members of the Advisory Council, school administrators, and classroom teachers. Plans were formulated by the committee to initiate a parenting program in the elementary schools in Pike County by November of 1977.

Of the approximately 97 elementary teachers polled in the survey of Phase I, 55 indicated that they would be interested in participating in some form of a parenting

program. In Phase II there was a total commitment and involvement of the 168 elementary and secondary teachers participating.

The needs established in Phase I of "parenting for elementary parents" were:

1. Introduce and develop techniques for parents to assist their children in the mastery of the basic skills;
2. Construct games and plan other activities for parents and children to utilize at home;
3. Encourage the habit of reading aloud in the home and provide suitable reading material.

In Phase II the program was expanded to include parents of K-12 students after the needs assessment determined that the major concerns of teachers and parents were:

1. Improving the mastery of the basic skills and curriculum;
2. Working to improve classroom management and the practice of effective discipline; and
3. Solving the drug problem in the schools.

COMMUNITY EDUCATION INVOLVEMENT IN PARENTING

"One parent is worth a thousand teachers."

This ancient Chinese proverb illustrated what many professional educators have always known intuitively and what recent research confirms: The family critically influences the learning of the child.[2] Schooling rests

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[2]Rich, Dorothy, "Partners: Parents and Schools," Association for Supervision and Curriculum Development, Alexandria, Virginia, 1979, p. 26.

upon an assumption so fundamental that it is taken for granted. The assumption is that the environment of the home and community is conducive to and supportive of academic achievement. What schooling is able to accomplish depends more, perhaps, than has been recognized or admitted, upon the cooperation and support of the home.

Opportunities for parental involvement in the schools decline as students move up the age-grade ladder. It is also more difficult to reach a broad segment of each community that involves working parents and single parents.

Programs which require attendance at meetings or participation in school activities during the regular school day will necessarily have limited participation in the area. The need to reach single parents and families in which both parents work is a special concern.

In the limited programs in this geographic area, it was determined that the parent as tutor and co-partner of the schools appeals to the most basic parental motivation for involvement. Parents have the desire to help their children succeed in school.

Mimi Stearns conducted a study which depicts the following effects of the parents as tutor models:

1. Increased motivation of the child
2. Increased skills of the child
3. Improved self-image of the parents[3]

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[3]Rich, Dorothy, "Partners: Parents and Schools," Association for Supervision and Curriculum Development, Alexandria, Virginia, 1979, p. 26.

The group realized that in order to translate this theory into action in Pike County, one must be aware that the disadvantaged children in the schools have had some meaningful experiences, even though the experiences have been different and fewer in number. Most parents, when motivated and trained, possess some abilities to help their child succeed in school. The main thrust of this program was to provide the professional "know how", the materials, support, and motivation to enable parents to become more active and skilled participants in their child's education. The program emphasizes what the family has, and builds from its strengths as a working partnership between community and school.

One reason Pike County has worked to expand and conduct an in-depth parenting program in Phase II is that it was discerned that parent participation is greater and is sustained when parents see that their participation contributes to the increased success of their children in school.

Although the program centered on the elementary grades in Phase I, it was evident that continuing support and reinforcement would be needed as the child moved through school. A particular need is evident for extending the programs in Pike County in the junior and high school adolescent years, and Phase II includes this area. The California Achievement Tests and State and local competency

tests point to the fact that many of the students repeatedly score lower on the basic skills when they advance to the middle and high school grades.

IMPLEMENTATION PROCESS

Community awareness of the schools' efforts to improve educational opportunities for children from K-6 by enrolling the parents as partners does not occur overnight. The project director devoted considerable time in the early stages of Phase I to speaking to many audiences and enlisting their support.

The organizational pattern was influenced by available facilities; interest of principals, teachers, parents; and available funds.

Initial parent-teacher training sessions were held in the Pike County Elementary Schools in Brundidge, Spring Hill, Banks, Goshen, and Shellhorn. Each school established, under the guidance of the director, a schedule that was best suited for the community.

PHASE I

The budget for Phase I included the salary of a Community Aide paraprofessional from a State-funded Community Education program. This individual played a key role in the success of the program.

Community Education Director

The first major task of the Superintendent and Board of Education was to secure a Director for the program.

Specific competencies and skills were needed to fill this leadership role. The demands of this position were complex and required resourcefulness, energy, tact, and the expertise necessary to work with school administrators, teachers, parents and other community people, agencies, and State and local boards of education. The task of implementing a viable Community Education program and building support for it required not only knowledge and commitment to the concept but also a high degree of organizational skill and a good concept of public relations.

The Director for the program was already working as the coordinator of another program in the county. Because of the commitment of the Director to the philosophy of Community Education, in addition to her other responsibilities she organized and supervised the program with the assistance of the principals, teachers, and other Central Office staff.

Funds from a small grant provided the travel for thirty-five participating teachers. Funds for electricity and additional custodians to aid in the services made necessary by the increased use of the buildings were provided by each school. Staff in-service training was provided without cost by master teachers within the system and by Troy State University education and psychology instructors. The State Department of Education Community Education Section staff served as consultants.

Reaching the family is as important as reaching the child. In implementing the program, those involved recognized that parents are a significant force in their child's education. A comprehensive program was launched to involve parents as educational partners. The resources of the homes were utilized in teaching the basic skills.

IMPLEMENTATION

1. Established training program funding for Director.
2. Secured support of administrators and teachers.
3. Recruited parents and motivated their interest.
4. Trained teachers to work with parents.
5. Wrote lesson plans for each training session with parents. (See Appendix 2)
6. Scheduled and publicized training sessions.
7. Made first training session a gala affair with "get acquainted" period and discussed plans for the twelve weeks of training.
8. Followed up sessions with emphasis on topics which included:
    a. Importance of the home in motivating and encouraging children to learn.
    b. Emphasized reading in the home, reading aloud to children, and providing a quiet setting in which to read. Parents were permitted to check out library books to read to their children at home. "Reading Begins At Home" poster was placed in over 3,000 homes.
    c. Conducted role playing, depicted techniques for reading aloud to small children; e.g., holding book so that children could see the pictures.
    d. Discussed techniques for implementing the skills being taught in the classroom at a particular time.

e. Constructed games to be played in the homes to reinforce skills being taught.

f. Demonstrated "hands on" sessions with children in the classroom working on certain skills.

g. Discussed how children grow and develop at particular stages and normal characteristics of boys and girls at these periods in their life.

h. Conducted role-playing sessions, various types of behavior, how to deal with a problem most effectively; explored behavior modification techniques.

9. Held a two-day workshop in the County for educators from South Alabama, during which the culminating activity was a community night program. The educators visited two of the schools at night and observed parenting sessions in action. The visitors interviewed the parents and teachers and received information to replicate the program in their schools.

10. Developed a "Parenting" booklet which was given to the parents. The booklet contained simple suggestions for working with children at home. (See Appendix 3)

11. Awarded a Certificate of Commendation to parents, upon their completion of the twelve weeks, for becoming co-partners with their school.

YEARS BETWEEN PHASE I AND PHASE II

In the three years following Phase I, due to the network established through the Community Education Program, other programs with funds were expanded and utilized to assist in sponsoring community activities.

The Governor's War on Illiteracy Program was begun, and a master teacher from the system joined the Basic Skills Team III and was assigned to work with the Pike County School System. The State Committee of 100 compiled a list of basic competencies that students in grades 3, 6, and 9 must master before they could be promoted. The County

volunteered to participate as a pilot system for a year. During this time, the master teacher on the Basic Skills Team and a group of volunteer teachers developed a local competency test for the students of Pike County. During the same year, the State Basic Competency Test was also administered. The test results pointed up some deficiencies in the mastery of the basic skills. These deficiencies were charted and a remediation program begun.

Through the Community Education program, meetings for parents were scheduled at each school throughout the County; and the master teacher on the team explained the test, answered questions, and demonstrated to parents how they could help their children master the basic competencies at home.

An organized, concentrated program was begun throughout the whole County by the Governor's Basic Skills Team III. Its purpose was to instruct teachers in techniques for effective remediation of students in their classrooms on the unmastered basic skills. Detailed reporting records were developed, and a system of maintaining an academic audit system was initiated.

This direct involvement between teachers and parents in dealing with concrete evidence of deficiencies in the basic skills program prompted the next phase of this method.

The Community Education Advisory Council Chairman volunteered her assistance to the Board of Education as a full-time Helping Teacher.

At a meeting of approximately 200 Pike County teachers and administrators, a survey was conducted to determine the greatest problems confronting the schools. The following three priorities emerged:

1. Discipline in the schools
2. Curriculum involving basic skills
3. Parent apathy

As a result of this survey, a committee of twenty-two teachers representing all of the schools in the County was organized by the Superintendent, the Chairman of the Community Education Advisory Council, and the Director of Community Education. This committee was designated as the Instructional Improvement Committee (I.I.C.).

The I.I.C. agreed that a countywide parenting program would help solve the problem, and Phase II was "off and running!"

PLAN OF OPERATION FOR PHASE II OVERVIEW

Basic concepts of this program included providing ongoing activities for parents, students, and citizens of the Pike County School area through the cooperative efforts of Troy State University, the town of Troy, the Advisory Council, and other resources. Major activities included training faculty members and parents, expanding the present Community Education program, and developing an exportable parenting model.

PHASE II

Step-by-Step

1. Received funding for organizational director.

2. Secured unconditional support of Superintendent, Board of Education, administrators, teachers, and parents, which was in this instance a natural follow-up of Phase I. Phase II, however, received greater impetus from both parents and teachers, since many had been involved in Phase I and other Community Education activities for five years.

3. Involved Advisory Council in pre- and post-planning. They served as go-between in recruiting parents, urging the parents to get involved.

4. Trained teachers in human relations skills, behavior modification, and communication through several workshops.

5. Recruited services of every available community resource.

6. Worked closely with State Department of Education Community Education Section and area representative on the State Board of Education. They provided training and guidance. They also provided an opportunity for the Director to address the State Board of Education and the Governor. The Board issued a Commendation to the Pike County School System for initiating this program. (See Appendix 4)

7. Scheduled "town hall" meetings at a convenient time for parents and teachers to attend.

8. Saw that every parent was invited and urged to attend.

9. Advertised! Involved all media resources and spoke to numerous groups. (See Appendix 5)

10. Provided assistance in car-pooling, when feasible, since transportation funds were unavailable and there was an energy shortage.

11. Planned dynamic and interesting programs. Provided parents with a time to raise questions and receive specific answers when possible. Provided

for further pursuit of these concerns at future small-group meetings.

12. Evaluated suggestions made at each session and provided follow-up.

Community Education

It's a Matter of Opinion

"Some Community Resources are like wheelbarrows,
they have to be pushed.

Some are like canoes,
they need to be paddled.

Some are like kites,
if you don't keep a string on them,
they will fly away.

Some are like kittens,
they're more content when petted.

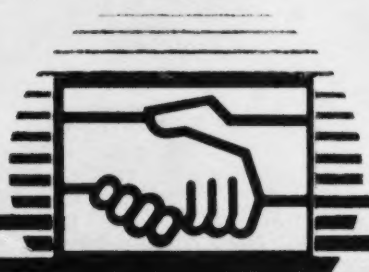
Some are like footballs,
you can't tell which way they're going
to bounce next.

Some are like trailers,
they're useless unless pulled.

Some are like balloons,
full of wind and likely to blow up unless
handled carefully.

Some are-
always dependable and cooperative."

- author unknown



COMMUNITY RESOURCES

Many outside resources were utilized to meet the specific needs of the local project. Only those connected with Phase I and Phase II parenting projects are listed:

RESOURCE	BENEFIT TO PROJECT
Career Education	Conducted a survey of parents throughout the county; solicited groups to share their various career skills with students in the classrooms.
Cooperative Extension Service	Conducted classes for students and parents on the part good nutrition plays in basic good health and achievement in schools.
East Central Mental Health Center	Worked with the students and parents in connection with drug awareness education.
Governor's Basic Skills Team III	Worked continually with parents, teachers, and students in avenues of mastering basic competencies; developed basic competency test and remediation materials; compiled a booklet of suggestions for parents to use in working with their children at home.
Governor's War on Illiteracy Program	Contributed to the awareness of parents of the need for concentrated cooperation between the home and the school.
Health Department	Worked closely with parent groups and students on family health care and immunization.
Local Media	Provided coverage of local events before and after meetings. (Appendix 5)
Migrant Program	Conducted parenting sessions in working with students in reading, mathematics, sewing, and consumer education.

Parent Teacher Association	Assisted in conducting survey; provided contact with parents; presented ideas and materials on methods to strengthen the home as an educational partner.
Pensions and Security	Provided "involvement sessions" with disadvantaged parents and stressed the advantages of keeping children in school and working closely with the teachers.
Pike Pioneer Museum	Exposed students to artifacts that helped them to gain an appreciation of their roots.
Program for Exceptional Children and Youth	Worked to supplement and reinforce K-12 gifted and talented students; conducted sessions with parents and teachers for better understanding; and improved skills in working with the handicapped children.
RSVP (Retired Senior Volunteer Program)	Provided volunteers to assist in teaching basic-skill techniques to parents; assisted in designing and constructing instructional games; read aloud to groups and stressed the importance of reading in the home; provided some parents with books and supplies; shared historical artifacts and experiences with students; served as guides at local museum.
Retired Teachers Association	Shared their knowledge and expertise with parenting groups; assisted in compiling parenting materials.
School Food Service Personnel	Conducted a three-day workshop for teachers and parents in basic nutrition; provided follow-up study units in ten classrooms throughout the county.
State Department of Education, Community Education Section	Provided leadership, training, and guidance for administrators, directors, teachers, Advisory Council, and parents.

Title I	Held Parent Advisory Council meetings throughout the county and discussed the school, the community, the home, and the role of the parents in all these areas, with emphasis on getting involved; served as coordinator for providing refreshments for school parenting meetings.
Title IV CRA	Provided workshop consultants for training parents and teachers in human relations, communication, alternative discipline, and basic skills.
Troy Charity League	Provided classes for proper dental care for children throughout all the schools; trained teachers and students in up-to-date techniques.
Troy Public Library	Compiled lists of books suitable for children at various levels; held story hours and reading contests.
Troy State University	Provided guidance in organization of large - and small - group activities; shared instructional expertise with teachers working with parents.

RESULTS

1. Strengthened the belief that schools working in partnership with the community are better able to meet the needs of the individual student.

2. Proved that schools that are open to the community experience greater public support and positive involvement than schools that are basically closed to the community. The shrinking financial support for education on every level and the development of the Basic Competency Test requirement for an exit exam for graduating seniors have awakened many educators and parents for this renewed team effort.

3. Demonstrated that in the formal education process the school can be an effective agent in strengthening the home as both an educational institution and a major partner with the school.

4. Six of the seven schools located in the county have committed time and resources to the development of the K-12 parenting concept.

5. There is an attitude of openness and cooperation among parents, teachers, students, and administrators in solving the problems of education and in meeting individual student needs.

6. Parents and other community members are playing a more active role in the formal education processes, i.e., participating in individual educational planning, serving as a resource to the school, and providing assistance in reaching other parents for parenting sessions that could not otherwise be accomplished.

In examining the accomplishments of the program, it is difficult to place them in rank order. School officials might point to the sense of community that influenced the passage of the 1-cent sales tax that made it possible to keep the schools in operation. Stronger relationships have resulted in more caring, more trust, more cooperation, and more participation while striving to attain basically the same goals. If parents and teachers continue to pool their "collective wisdom" and their resources, new avenues

will continue to open; and co-partners will truly become a reality. This movement to develop a home-school-community partnership in the field of education through Community Education will influence the integral part of Community Education in Pike County, the State of Alabama, and other rural areas throughout the United States for many years to come.

EVALUATION

Phase I and Phase II were completed and were successful. Evaluation comments about the parenting sessions were good. Respondents felt that the workshops were worthwhile and noted that they would like to see more activities of a similar nature in the future. One suggestion made throughout the County was that follow-up sessions should be planned for small groups of parents with similar problems. This suggestion will be included in planning for Phase III.

One question that was asked of the participants at each parenting session was, "Is this the first meeting of parents that you have ever attended at your school?" Of the parents attending throughout the County, thirty-nine replied that this was their first meeting.

Some advantages in sponsoring the community forum conducted in Phase II are as follows:

1. Many parents were heard
2. Meetings conducted in schools provided a central meeting place

3. The meetings aided in identifying specific concerns, issues, and problems

4. The meetings provided direct communication of the school community at one given time

5. The meetings had the potential of pointing the direction for planning for change

The greatest significance of the program's success was the improvement shown by students in the mastery of the basic skills on the California Achievement Test in April 1980 as compared to the test results of the previous year.

PIKE COUNTY
CALIFORNIA ACHIEVEMENT TEST SCORES
TOTAL BATTERY

Grade	Average Score	National Score	April 1980 Difference
1	1.8	1.7	+1 month
2	2.6	2.7	-1 month
3	3.8	3.7	+1 month
4	4.6	4.7	-1 month
5	5.5	5.7	-2 months
6	6.4	6.7	-3 months
8	7.8	8.7	-9 months

Another significant factor demonstrated in the success of the program was the Commendation made by the Governor of Alabama and State Board of Education. This document commended the Pike County Superintendent of Education; Board of Education; State Department of Education, Community Education Section; Governor's Basic Skills Team III;

and the local Community Education Director for conducting a program involving parents as partners in the Pike County Schools.

RECOMMENDATIONS FOR PHASE III

Future plans with a strong vision!

A catalyst to get it started!

A motivator to keep it going!

(1) Develop a Parent Education Resource Center to provide materials for parents and prospective parents of the County. The Center would become a viable component of the total educational program.

(2) Work with school counselors and others on interpersonal communication activities for parents which would meet the needs of a number of students and parents.

(3) Follow up "town hall" large-group parenting sessions with additional small-group meetings to address the concerns of parents expressed in their responses to the questionnaire administered at the large-group session. Organize cottage-type meetings to give teachers, parents, and administrators an opportunity to discuss their concerns informally in a nonthreatening setting. The meetings would be held at sites in all the rural communities in order to cover the entire 673 square miles of school attendance area. Plan and execute a crash program utilizing all the local media

in order to reach parents that cannot attend meetings outside the home.

(4) Hold a "show and tell" salad luncheon in each school where parents, teachers, administrators, Board members, and resource people would have an opportunity to share, discuss concerns, and work out solutions and discuss accomplishments.

(5) Develop a newsletter containing important information about each of the seven schools, to be sent to every home in the County on a monthly basis. Parents, students, and teachers would be invited to participate. All the citizens would become a sounding board for the Board of Education and have a collective voice on important educational issues.

(6) Organize schools more effectively by being committed to the idea of using the community as a classroom. Tap heretofore untold resources by bringing school and community together. This would involve extensive training and sensitivity to people and their needs. Group facilitation techniques would be essential for all concerned.

(7) Build on the evidence that K-12 integration has tended to strengthen all components of Community Education, as well as the total school.

(8) Conduct small structural groups where new ideas can be expanded and examined. Organize subcommittees for

summarizing, refining, and editing.

(9) Continue to provide training and assistance at each stage of the program for teachers and parents.

(10) Emphasize working toward long-term solutions from the process of resolving school conflicts and concerns and coordinated partnerships.

(11) Continue to work closely with all federal, state, and county resources. Provide an opportunity for anyone wishing to replicate a similar program in their area to visit the County for assistance.(See Appendix 6)

APPENDICES

Pike County Board of Education

Board of Education
Mary Alyce Sanders, President
Bobby J. Outlaw
Vice President
Delatha Mobley
Ray Gibson
James D. Medley

109 E. Church Street
Troy, Alabama 36081
Phone 205/566-1850

John R. Key
Superintendent of Education

We need you !

Dear Co-Partners:

We are making big plans for a very important and interesting meeting to be held at your school on _____, _____ at 7:00 and we know you won't want to miss it!

We are working in every way possible to provide the best school we can for your boys and girls and cannot be successful without your help. It takes both, the home and the school working as partners to make this happen.

We urge you to be present at this meeting for we plan to talk with you about how you can help us to do a better job in teaching your children how to read, write, work with numbers, etc., and therefore, be more successful in school.

We, also, want you to help us look at ways we can improve the discipline in our schools and we can do this if you will work with us. We recognize your concern for the exposure to drugs in our society today and this problem will also be addressed. Our Community Education Program is working closely with all our schools to plan for this Big Night for a parenting session. Our Pike County Board members, representatives from the State Department of Education in Montgomery and members of the Governor's Basic Skills Team III will attend this meeting.

This is our opportunity to really work together and prove that our children are our greatest asset!

We'll look forward to seeing you at your school on this special night. Refreshments will be served following the meeting.

Sincerely,

John R. Key

John R. Key
Superintendent

JRK:jm

APPENDIX 2

WEEKLY PLAN OF WORK
Parental Involvement Plans

Pike County Elementary	Feb. 28 - May 2	PROGRAM (People)	M. Ahrens
SCHOOL	DATE - MONTH		NAME OF TEACHER

Monday	Tuesday	Wednesday	Thursday	Friday
1st Meeting - Feb. 28th 1. General Meeting with all 2. concerned parents. 3. Discussion of areas of most 4. interest to the parents.				
2nd Meeting - Mar. 21st 1. 2. Purpose of PEOPLE PROGRAM 3. Responsibilities of the teacher, 4. Responsibilities of the parent, Responsibilities of the child,	In the development of the "Whole Child"	Study of the importance of our attitudes with children. Poem - "Who Am I?" Study of self-acceptance in the development of a child's self-concept.		
3rd Meeting - Mar. 28th 1. Open Court Reading Program Presentation 2. Areas covered: Sounds, Blending, Dictation, and Reading. Use of actual pupil demonstartion. 3. Study of the Program's readers, workbooks, and levels of ability. 4.				
4th Meeting - Apr. 4th 1. Ginn Reading Program Presentation Cover the levels in the Program and how they are mastered. 2. Study of the readers and accompanying material. 3. Study of sight words and sight reading. Handouts: On all sight words, nouns, verbs, pronouns, that should be mastered by the end of first and second grade. Demonstration of a 4. few games for home use with them.				

(APPENDIX 2)

APPENDIX 2

WEEKLY PLAN OF WORK

Pike County Elementary	Feb. 28 - May 2	Parental Involvement Plans	M. Ahrens
SCHOOL	DATE - MONTH	PROGRAM (People)	NAME OF TEACHER

Monday	Tuesday	Wednesday	Thursday	Friday
Apr. 11th - 5th Meeting and continued through the 6th Meeting - Apr. 18th Activities for Parent-Child Involvement - Demonstration and Use. Handouts: Compiled activities for home use covering the following areas for involvement: 1. Self-awareness 2. Language development 3. Sorting and classifying 4. Sensory perception 5. Environment awareness 6. Visual Perception 7. Visual motor 8. Numeral awareness 9. Auditory perception 10. Health and large motor development 11. Aesthetic awareness 12. Cooking				
7th Meeting - Apr. 25th Coverage of Math Skills on First and Second Grade level. Demonstration of techniques used: Old-Modern Study of textbooks being used. Handouts: Addition and Subtraction Sums from 0-10 (minimum required amount for a child leaving 1st grade) Addition and Subtraction Sums from 0-20 (minimum required amount for a child leaving 2nd grade)				
8th Meeting - May 2nd "Workshop" Construction of language games on a first and second grade level. Construction of math games on a first and second grade level. Handouts include: list of needed materials, directions to follow, patterns to copy, and instructions on how to play. They will be allowed to make as many as possible in class.				

Bound Separately

These Are Our Children

John R. Key
Superintendent
Pike County Schools
Troy, Alabama 36081

By - Sara Southerland Kelley
Community Education Director
Pike County School System
Troy, Alabama 36081

APPENDIX 4

Action Item No. _____
Alabama State Board of Education
January 22, 1981

COMMENDATION OF COMMUNITY EDUCATION PROGRAM
PIKE COUNTY SCHOOL SYSTEM

WHEREAS, the Pike County School System has encouraged and supported the endeavors of the Community Education Program to strengthen the basic skills of its students, to improve the discipline in its schools, and to inform students and parents of the problems of drug abuse in our society today; and

WHEREAS, the parents of the children in the Pike County School System recognize that it takes both the home and the school working as partners to accomplish the goal of providing the best school for their children; and

WHEREAS, the members of the Pike County Board of Education, Dr. Bobbie L. Walden, Coordinator, and staff members of the Community Education Section of the State Department of Education; and the Governor's Basic Skill Team III have devoted their time and efforts for piloting this model program; and

WHEREAS, the Pike County Superintendent, Mr. John R. Key, and the Community Education Director, Mrs. Sara Kelley, and the teachers and other members of the community have given their support, time, energy and talent to improve the quality of education in Pike County:

NOW THEREFORE BE IT RESOLVED That the State Board of Education does hereby commend the members of the Pike County Board of Education; Mr. John R. Key, Superintendent, and Mrs. Sara Kelley, Director of the Community Education Program of Pike County Schools; Dr. Bobbie L. Walden, Coordinator, and staff members of the Community Education Section of the State Department of Education; members of the Governor's Basic Skills Team III; and the teachers and parents of the children of Pike County for their effort in piloting this approach to improving the quality of education in Pike County.

Program teaches Pike parents how to teach children at home

By CYNTHIA SMITH
Advertiser Staff Writer

Learning at home is not a thing of the past, particularly for students and parents in the Pike County School System.

About 600 parents, grandparents, uncles and aunts of Pike schoolchildren have participated in classes to help them help their children at home during the past two years.

Superintendent John Key said the parenting classes, which are a part of the Community Education program, have helped improve the attitude of parents, students and teachers.

Sara Kelley, who oversees the Community Education program and the federal grant for the parenting program, said the program has "made parents more conscious of what they can do."

That has led to more parental interest in the schools and indirectly, more parent-teacher conferences.

Teachers have reversed the "let us do the teaching" attitude that once prevailed in education, Mrs. Kelley said, and are encouraging parents to take advantage of every opportunity to teach their children — at home.

Suggestions for home teaching include allowing primary-age children to help in the kitchen by sorting groceries, reading the labels on cans, following recipes and even turning the oven dial to the correct setting. Older students can learn by helping compose the weekly grocery list, plan a family trip or budget.

Although the test scores for the system have shown improvement during the past two years, Key said it is "too early to attribute it to this."

The biggest change, he said has been in the attitude of students.

Success stories arising from increased parental involvement have "gotten to be kind of commonplace," Key said.

The progress is usually noticed slowly, over a long period of time. Children, he said, show more readiness to learn.

"You can build anybody up by praising them. Giving support to the child is the big thing," he added.

The system has its share of dramatic reactions to the praise.

In one case, teachers worked with the mother of a first grader who would not talk, but "had normal intelligence."

"She (the mother) was pretty hesitant at first but she tried some of the things," Key said. "Then she had a baby and the little boy came to school and said, 'My mom had a little girl.' It was actually a little boy, but he was talking and now they can't stop him.

"He's not setting any bushes on fire, but he is learning," Key said of the child's progress. "He couldn't learn until he started communicating."

Activities taught in the program are relatively simple and most are already a part of every family's lifestyle, Key said.

"It's as simple as picking up a newspaper and showing a child a picture and asking him what's happening. I do it every morning," Key said.

Key said his four-year-old daughter and five-year-old son "sound out the headlines" and with his help interpret the pictures.

Working with pre-school age children is "where it's most important," Key said.

Parents can help establish a child's enthusiasm for learning.

"Whenever they ask you, 'Why?', you've got them in the palm of your hand," Key said.

The parenting program began with a grant two years ago. Thirty-five teachers volunteered their time to teach evening classes for parents.

This year, the system has held large classes for parents. Anne Thompson, a member of Gov. Fob James' Basic Skills Team, led several of the sessions this year and channeled the ideas into a booklet for the parents.

Mrs. Kelley hopes the federal funding will allow the parents to participate in small group sessions next year. With as few as six parents in one group, they could concentrate on specific problems they have in their homes, she said.

Troy State professors and some retired teachers have volunteered their time.

Once the federal project is completed, the ideas and procedures used in Pike County will be available to every school system in the nation.

Pike County was one of only 25 systems chosen nationally to participate in the project. Because it is a model system, Mrs. Kelley will have to carefully outline the Pike model for other systems to reproduce.

Mary Adams, one parent who has participated since the program began, said it has been a big help.

For example, Mrs. Adams said, her first grader helps unpack and sort groceries, and in the process learns to place similar objects together. Her daughter also helps "cook" by measuring ingredients and turning the oven to the correct temperature.

Mrs. Adams thinks the "extra" work was revealed when her daughter began reading at an earlier age than did her two older brothers.

"She loves reading," Mrs. Adams said. "We read a chapter of her book every night."

"Parents As Teachers"
The Montgomery Advertiser
May 17, 1981

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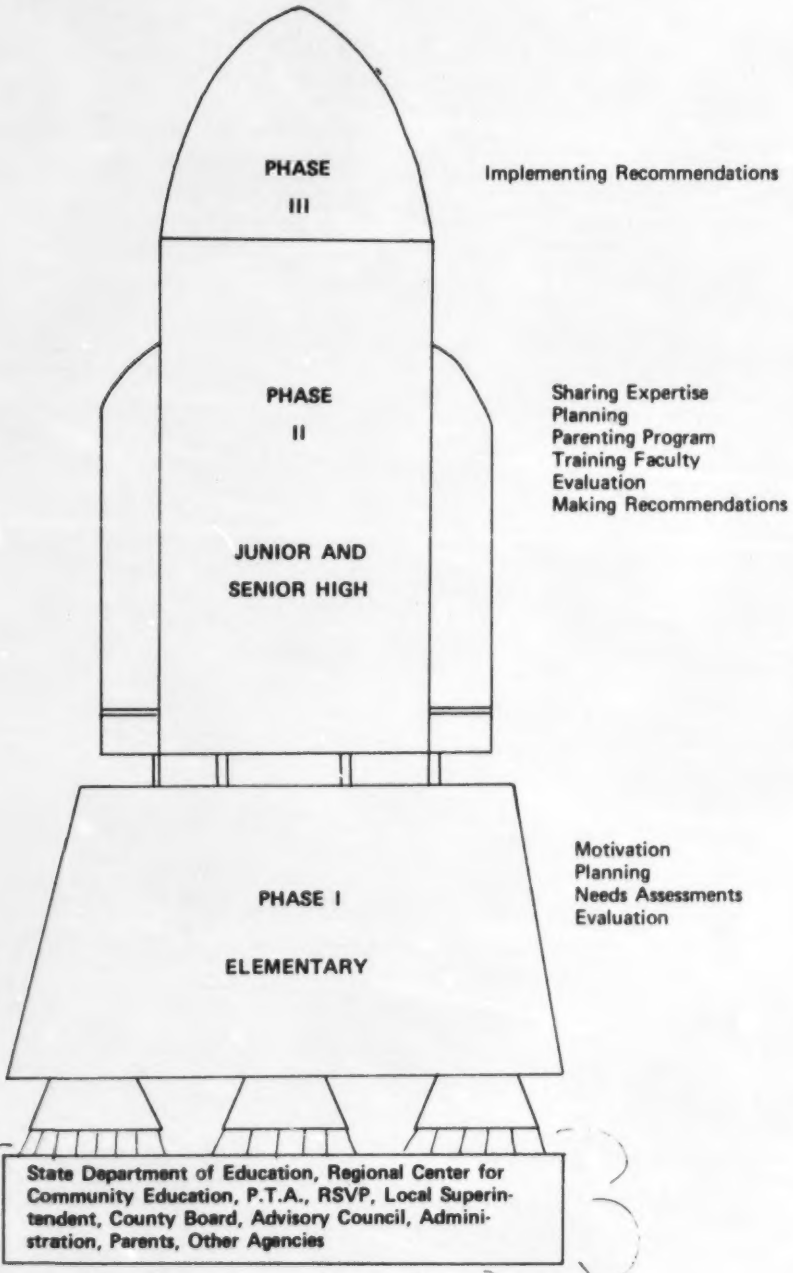
(APPENDIX 5)

Work toward long-term solutions
Serve as model program
Continue to provide training for parents and teachers
Organize subcommittees within schools
Integrate K-12 with community education
Utilize community resources in the classroom
Establish county-wide newsletter
Establish county-wide communication system
Follow-up "Town Hall" meetings
Develop interpersonal communication activities
Develop a Parent Education Resource


PHASE
III
Implementing Recommendations
PHASE
II
JUNIOR AND
SENIOR HIGH
Sharing Expertise
Planning
Parenting Program
Training Faculty
Evaluation
Making Recommendations
PHASE I
ELEMENTARY
Motivation
Planning
Needs Assessments
Evaluation
State Department of Education, Regional Center for Community Education, P.T.A., RSVP, Local Superintendent, County Board, Advisory Council, Administration, Parents, Other Agencies